

MITCHELL ELEMENTARY

2 Perry St.
Charleston, SC 29403

GRADES PK-6 Elementary School

ENROLLMENT 292 Students

PRINCIPAL Anne E. Goodman 843-724-7262

SUPERINTENDENT Dr. Maria L. Goodloe 843-937-6319

BOARD CHAIR Ms. Nancy Cook 843-760-2635

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 1 | 5 | 22 | 31 | 1 |

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|-------------|------------------------|---------------------------|---------------------------------|
| 2001 | Average | Unsatisfactory | N/A |
| 2002 | Below Average | Unsatisfactory | N/A |
| 2003 | Below Average | Unsatisfactory | No |
| 2004 | Below Average | Average | Yes |

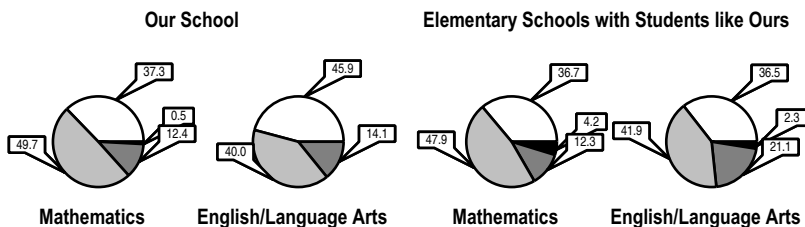
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

77.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

| | | |
|---|--------------------|---|
|  | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
|  | Proficient | Well prepared to work at next grade level; met expectations |
|  | Basic | Met standards; minimally prepared, can go to next grade level |
|  | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

| | Enrollment 1 st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced (adj.) | Performance Objective Met | Participation Objective Met |
|---|--|----------|---------------|---------|--------------|------------|-------------------------------------|------------------------------|--------------------------------|
| English/Language Arts - State Performance Objective = 17.6% | | | | | | | | | |
| All Students | 201 | 100.0 | 45.9 | 40.0 | 14.1 | 0.0 | 22.7 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 101 | 100.0 | 57.1 | 34.1 | 8.8 | 0.0 | 15.4 | | |
| Female | 100 | 100.0 | 35.1 | 45.7 | 19.1 | 0.0 | 29.8 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| African-American | 200 | 100.0 | 45.9 | 40.0 | 14.1 | 0.0 | 22.7 | Yes | Yes |
| Asian/Pacific Islanders | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not disabled | 178 | 100.0 | 40.1 | 43.8 | 16.0 | 0.0 | 25.9 | | |
| Disabled | 23 | 100.0 | 87.0 | 13.0 | 0.0 | 0.0 | 0.0 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-migrant | 201 | 100.0 | 45.9 | 40.0 | 14.1 | 0.0 | 22.7 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Non-Limited English Proficient | 201 | 100.0 | 45.9 | 40.0 | 14.1 | 0.0 | 22.7 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 201 | 100.0 | 45.9 | 40.0 | 14.1 | 0.0 | 22.7 | Yes | Yes |
| Full-pay meals | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |

| | | | | | | | | | |
|---|-----|-------|------|------|------|-----|------|-----|-----|
| Mathematics - State Performance Objective = 15.5% | | | | | | | | | |
| All Students | 201 | 100.0 | 37.3 | 49.7 | 12.4 | 0.5 | 25.9 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 101 | 100.0 | 40.7 | 51.6 | 6.6 | 1.1 | 22.0 | | |
| Female | 100 | 100.0 | 34.0 | 47.9 | 18.1 | 0.0 | 29.8 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| African-American | 200 | 100.0 | 37.3 | 49.7 | 12.4 | 0.5 | 25.9 | Yes | Yes |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not disabled | 178 | 100.0 | 32.7 | 53.7 | 13.0 | 0.6 | 27.8 | | |
| Disabled | 23 | 100.0 | 69.6 | 21.7 | 8.7 | 0.0 | 13.0 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-migrant | 201 | 100.0 | 37.3 | 49.7 | 12.4 | 0.5 | 25.9 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Non-Limited English Proficient | 201 | 100.0 | 37.3 | 49.7 | 12.4 | 0.5 | 25.9 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 201 | 100.0 | 37.3 | 49.7 | 12.4 | 0.5 | 25.9 | Yes | Yes |
| Full-pay meals | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data
N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

| | | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced</i> |
|------------------------------|----------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| English/Language Arts | | | | | | | | |
| 2003 | Grade 3 | 59 | 100.0 | 45.3 | 41.5 | 11.3 | 1.9 | 13.2 |
| | Grade 4 | 62 | 100.0 | 38.9 | 42.6 | 18.5 | N/A | 18.5 |
| | Grade 5 | 67 | 100.0 | 67.2 | 29.5 | 3.3 | N/A | 3.3 |
| | Grade 6 | 61 | 100.0 | 48.1 | 46.3 | 3.7 | 1.9 | 5.6 |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2004 | Grade 3 | 39 | 100.0 | 21.6 | 35.1 | 43.2 | N/A | 43.2 |
| | Grade 4 | 49 | 100.0 | 38.3 | 53.2 | 8.5 | N/A | 8.5 |
| | Grade 5 | 52 | 100.0 | 46.0 | 48.0 | 6.0 | N/A | 6.0 |
| | Grade 6 | 61 | 100.0 | 67.9 | 26.8 | 5.4 | N/A | 5.4 |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | | |
| 2003 | Grade 3 | 59 | 100.0 | 34.0 | 62.3 | 3.8 | N/A | 3.8 |
| | Grade 4 | 62 | 100.0 | 33.3 | 53.7 | 11.1 | 1.9 | 13.0 |
| | Grade 5 | 67 | 100.0 | 47.5 | 52.5 | N/A | N/A | N/A |
| | Grade 6 | 61 | 100.0 | 46.3 | 40.7 | 13.0 | N/A | 13.0 |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2004 | Grade 3 | 39 | 100.0 | 27.0 | 45.9 | 24.3 | 2.7 | 27.0 |
| | Grade 4 | 49 | 100.0 | 40.4 | 46.8 | 12.8 | N/A | 12.8 |
| | Grade 5 | 52 | 100.0 | 44.0 | 48.0 | 8.0 | N/A | 8.0 |
| | Grade 6 | 61 | 100.0 | 37.5 | 55.4 | 7.1 | N/A | 7.1 |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|---|------------|-----------------------|--|--------------------------|
| Students (n= 292) | | | | |
| First graders who attended full-day kindergarten | 100.0% | N/C | 100.0% | 100.0% |
| Retention rate | 1.3% | N/A | 3.5% | 2.7% |
| Attendance rate | 95.5% | Up from 95.1% | 96.4% | 96.4% |
| Students with disabilities other than speech taking PACT (ELA) off grade level | 0.0% | | 7.2% | 4.6% |
| Students with disabilities other than speech taking PACT (Math) off grade level | 0.0% | | 6.3% | 3.5% |
| Eligible for gifted and talented | 3.9% | Down from 5.9% | 4.8% | 13.5% |
| On academic plans | N/AV | N/AV | N/A | N/AV |
| On academic probation | N/AV | N/AV | N/A | N/AV |
| With disabilities other than speech | 6.6% | No change | 8.3% | 8.2% |
| Older than usual for grade | 0.0% | Down from 19.2% | 2.3% | 0.9% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0% | No change | 0.0% | 0.0% |

| | | | | |
|---|-----------|-------------------|-----------|-----------|
| Teachers (n= 29) | | | | |
| Teachers with advanced degrees | 34.5% | Down from 35.5% | 49.3% | 51.4% |
| Continuing contract teachers | 72.4% | Up from 64.5% | 77.2% | 87.5% |
| Highly qualified teachers** | 76.2% | N/A | 91.6% | 95.0% |
| Teachers with emergency or provisional certificates | 0.0% | | 3.7% | 0.0% |
| Teachers returning from previous year | 74.1% | Up from 71.3% | 81.5% | 86.7% |
| Teacher attendance rate | 96.6% | Up from 95.5% | 94.6% | 94.9% |
| Average teacher salary | \$36,804 | Down 1.0% | \$39,073 | \$40,760 |
| Prof. development days/teacher | 13.9 days | Up from 11.4 days | 13.6 days | 12.4 days |

| | | | | |
|---|-----------|---------------------|-----------|-----------|
| School | | | | |
| Principal's years at school | 4.0 | Up from 3.0 | 3.5 | 4.0 |
| Student-teacher ratio in core subjects | 15.4 to 1 | Down from 17.3 to 1 | 16.8 to 1 | 18.9 to 1 |
| Prime instructional time | 90.9% | Up from 90.0% | 88.9% | 90.0% |
| Dollars spent per pupil* | \$5,912 | Up 4.2% | \$7,175 | \$6,044 |
| Percent of expenditures for teacher salaries* | 66.1% | Down from 70.7% | 62.8% | 65.9% |
| Opportunities in the arts | Good | No change | Good | Good |
| Parents attending conferences | 99.0% | No change | 99.0% | 99.0% |
| SACS accreditation | No | No change | Yes | Yes |
| Character development program | Good | N/A | Good | Good |

* Prior year audited financial data are reported.

| | Our District | State |
|---|-----------------|---------------------|
| Highly qualified teachers in low poverty schools** | 88.1% | 92.0% |
| Highly qualified teachers in high poverty schools** | 87.8% | 91.1% |
| | State Objective | Met State Objective |
| Highly qualified teachers in this school** | 65.0% | Yes |
| Student attendance in this school | 95.3% | Yes |

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

It is with pleasure that the administration and staff at Mitchell Elementary School provides its annual report to the community. We are proud of the number of exemplary programs and initiatives implemented and the continuous improvement in academics, student behavior, parental involvement, and a community striving to make Mitchell Elementary School a "School of Excellence." We are dedicated to providing a safe and nurturing environment where students can reach their educational potential and become productive citizens.

We are making progress in raising our academic achievement by using instructional techniques that are best practices, involving children and parents in the learning process, and providing staff development that is meaningful in enhancing the school's growth. As a school we are committed to providing a meaningful experience for all students and ensuring that learning is an ongoing process for all.

Our challenges are improving our PACT scores and parental involvement. We are working on finding ways to have parents be supportive and take an active role in their child's education. We implemented the Renaissance Model that is a math, language arts, early literacy program allowing us to meet the diversity of our students' needs. Administration, staff, PTA, School Improvement Council, and business organizations work together and strive to involve all parents in reaching our vision for the school. We can accomplish all goals when staff, parents, students, and the community work together as partners.

Sincerely,

Anne E. Goodman, Principal

David Wingard, School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 20 | 59 | 58 |
| Percent satisfied with learning environment | 65.0% | 84.7% | 93.0% |
| Percent satisfied with social and physical environment | 75.0% | 88.1% | 86.0% |
| Percent satisfied with home-school relations | 20.0% | 86.4% | 73.7% |

*Only students at the highest elementary school grade level at this school and their parents were included.